Staff Preparedness Survey Introduction

Description and purpose: The Staff Preparedness Survey is designed for all staff members to complete. Questions assess how prepared staff members feel to deal with bullying issues, coach students involved in bullying situations, and promote social and emotional skills that prevent bullying.

Instructions for use: It is best if respondents complete the survey at the beginning and end of the school year. The survey can be completed in several minutes.

Scoring: The survey data can be summarized in a number of ways.

• Items can be interpreted singly or as categories, as shown below:
  - Promotion of student social and emotional skills: items 1, 11, and 12.
  - Handling of bullying reports: items 2 and 3.
  - Identification of bullying: items 4, 5, 6, 7, and 8.
  - Coaching students in bullying situations: items 9 and 10.
  - Discussing sexual or racial bullying: item 13.
• Percentages of staff indicating various levels of preparedness prior to implementation can be calculated, for example, underprepared (a rating of 1, 2, or 3), somewhat prepared (a rating of 4 or 5), or very prepared (a rating of 6). Staff levels of preparedness can be computed for each item or category or across all of the items.
• Means (averages) can be computed to show the average level of preparedness by item, category, or overall.
• Percentages and means can be calculated across all staff or by specific groups (such as playground monitors, bus drivers, and teachers).

Note: Keep in mind that the survey data describe respondents' *sense* **of preparedness rather than level of actual skill or training.**

Interpreting results: Pre-implementation information can be used in planning the initial staff training because it highlights areas in which the staff may feel underprepared. To look at changes in staff members' sense of preparedness over the year, administer the survey before the staff training and again near or at the end of the school year. After receiving training and exercising the skills learned (such as handling reports or coaching) throughout the year, staff members' sense of preparedness is likely to change.

Staff members may feel more comfortable handling bullying issues as they develop their own skills. On the other hand, as they increasingly recognize the complex nature of bullying and the difficulty of changing some students' behavior patterns, staff members' responses to the post-implementation survey may indicate recognition of the challenges involved in dealing effectively with bullying (for example, if their sense of preparedness decreases from pre- to posttest).

Summarizing information by groups of staff (such as teachers, playground monitors, and bus drivers) may be helpful in planning future training. For example, because playground monitors and bus drivers often have the greatest opportunity to observe and handle bullying, they may be important groups to look at separately.

Further discussion with the staff is useful for following up survey results and determining training needs. This survey may be used annually to monitor staff preparedness and suggest ways to improve and sustain effective program implementation.

Frey, K. S., Hirschstein, M. K., & Edstrom, L. V. (2000). *Staff preparedness survey*. Seattle, WA: Committee for Children.

Steps to
Respect®
A Bullying Prevention Program

Staff Preparedness Survey

This survey explores your sense of preparedness on bullying issues. Please indicate your role and how much you agree with each statement by circling the appropriate rating.

Staff role:

❑ Teacher (grade level: _____)

❑ Special education teacher (grade level: _____)

❑ Instructional aide/playground monitor

❑ Administrator

❑ Support staff (counselor, psychologist, speech/language pathologist)

❑ Office staff

❑ Custodial staff

❑ Bus driver

❑ Other (specify: _____)

I feel prepared to:

	Strongly Disagree				Strongly Agree
1. Help promote children's friendship skills.	1	2	3	4	5
2. Respond effectively to a student's report of bullying.	1	2	3	4	5
3. Assess the seriousness of a bullying report.	1	2	3	4	5
4. Discriminate between bullying and peer-on-peer conflict.	1	2	3	4	5
5. Identify physical or verbal bullying when I observe it.	1	2	3	4	5
6. Identify physical or verbal bullying described by a student.	1	2	3	4	5
7. Identify social bullying (such as rumors, gossip, or social exclusion) when I observe it.	1	2	3	4	5
8. Identify social bullying (such as rumors, gossip, or social exclusion) described by a student.	1	2	3	4	5
9. Coach a *bullying* child about how to avoid future problems.	1	2	3	4	5
10. Coach a *bullied* child about how to avoid future problems.	1	2	3	4	5
11. Help a child respond assertively when pressured or bullied.	1	2	3	4	5
12. Help a child manage strong emotions.	1	2	3	4	5
13. Discuss sexual or racial bullying with a child.	1	2	3	4	5

Frey, K. S., Hirschstein, M. K., & Edstrom, L. V. (2000). *Staff preparedness survey*. Seattle, WA: Committee for Children.